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ABSTRACT

The subject of peace education has shifted in the direction of global education and away from the traditional goal of building peace to include concerns for developing nations. Opportunities for political and social studies at school have widened in the past 20 years and Dutch society has shown increased interest in world politics. Measures taken have been to produce teaching materials to reflect this, and curriculum development has gone forward but it lacks a basic program in the existing curriculum. There is an absence of in-service training and international studies is not part of the curricula of the social sciences. Among new trends is action basic education for 4-15 year olds to develop students capable of coping critically and creatively with social and political problems. In 1994 a new basic education law for 12-15 year olds takes effect with compulsory foreign language, geography, and history in the curriculum and all pupils will reach same minimal knowledge and skills level in 14 required subjects. A unit for class activities on the topic of peace is included. (NL)

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NEW DEVELOPMENTS IN THE FIELD OF PEACE EDUCATION

Paper to be presented at the CEDIP conference "Educating for peace" on 18, 19 and 20 March, 1988 in Bologna, Italy

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Even before the Second World War, the Netherlands had a tradition when it came to peace education. After World War II, a new initiative arose in the sixties. To a large extent, peace institutes which still exist, such as the Institute for building peace (Utrecht), the Polemological Institute of Groningen, and of later date the Dutch Institute for International Relations (the Hague), set the trend of Dutch peace education in those days. They hopped on the bandwagon of critical social movements. Social criticism often served as the basis for goal and subject matter of lesson plans. Particularly in the seventies, when the social relevance of education was strongly advocated, and there was plenty of money for innovations, quite a lot of enthusiasm was to be observed among teachers. Especially since the government had made Social and Political Studies a compulsory subject in 1968. But also teachers of "religion" had a great deal of interest in peace education. Gradually, the concept of peace education shifted in the direction of global education, because it was not solely concerned with the problems of negotiation and peace. Global education explicitly included the position of people in third world countries (R.A. diagram p. 124/Groot/sheet).

Schedule of drafts of world education:

WAR AND PEACE	RICH AND POOR	INTEGRAL APPROXIMATION
• violence + militarism • agression • conflict • prejudice/ stereotype/ enemy image • international system	• development aid • development cooperation • solidarity	• willingness to change • emancipation

The political and value-oriented nature of peace education, the identification with disarmament education, with the Campaign for Nuclear Disarmament, increasing accusations of

indoctrination, and criticism directed at the pedagogical method used were all factors which made this theme controversial in the eighties. It was frequently argued that young children should not be bothered with adult problems at school. Young children are not responsible for such matters. And if they must be brought up, a perspective, some sort of solution must be offered. Ethical and moral issues, it was said, could not be treated until pupils were about 15 or 16.

Social problems are constantly being brought up in the classroom. The past ten years have seen a kind of education wave. Besides peace education, we could name environmental education, human rights education, development studies, intercultural studies, the European dimension, and recently in the Netherlands, Holocaust studies. In fact these are themes which can be ranged under the umbrella term Global or International education. But the time table is limited, subjects like Geography and History have their own programmes, and the curriculum is already overburdened. Social organizations, which are not part of the formal educational system, seldom realize that the school and therefore the teachers have tasks and responsibilities of their own. In my view, the school, as a professional institution, cannot constantly cater to the wishes of society. Unless one opts for a type of education dealing with the real-world agenda. Although discussing and exploring vital world problems at school may lead to a "new core" of knowledge and skills, this is begging the question of what body of basic knowledge will be necessary and indispensable in the future.

Now that the quality of education is being taken in hand, several western European countries are reconsidering the task and function of the school, i.e. the question of the essential basic qualifications in our present and future society. In view of this assessment, it remains to be seen which of the themes mentioned above can be included as an integral part of subjects like Geography, History, Economics

or Political Studies. In other words, which themes, on the basis of which claims, will become a permanent part of the Social Studies curriculum and thus embody the international dimension. For we cannot turn each social problem into yet another "education".

In short: over the past twenty years Dutch society and education have shown an increasing interest in world politics. Correspondingly, opportunities for social and political studies at school have widened. In this period, much has been done by institutions, organizations and groups to bring the issue of peace to the fore in schools. Measures taken in this context have been: writing teaching material about aspects of this issue, stimulating curriculum development, informing schools and teachers, supporting and guiding schools.

A 1986 inventory reflects the large amount of work done over the past decade and shows that teaching material has been dveloped on the basis of several concepts.

In some cases, the basic concept of conflict is examined at personal, international and global levels. I would like to show you a survey of this later (Sheet: "the anatomy of conflict") Other lesson plans place the issue of peace and security in a politicohistorical context, and relate this to a politicoethical dimension. And we can also see "peace" discussed in a European context.

However, in the year 1988 it appears that in Dutch education, the issues of war and peace, East-West relations receive marginal rather than structural attention, as opposed to the issue of poverty in the Third World. This may be attributable to the following factors:

* waning interest among teachers and pupils in doomwatching.
* the strong political bias of peace education;
* the absence of a basic programme which fits into the existing curriculum:

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* the dogmatism of representatives of the peace movements which puts teachers off;
* the absence of in-service training close to school, tailored to the wishes and possibilities of the teachers.

Similar developments are to be observed in Belgium, England, Scotland and Germany. Even though plenty of lesson material is available, peace education, or perhaps rather the International Dimension, is not a permanent part of the curricula of the social sciences (Geography, History, Economics, Political Studies).

In recent years, however, new trends have appeared in Dutch education, offering a perspective for the international dimension in the school curriculum. These are:

1. Status and content of the subject Social and Political Studies
2. A nationwide innovation project about North-South issues
3. The introduction of the Act on basic education for 4 to 15-year-olds.

Social and Political Studies is a compulsory subject in secondary school. In 1987, the National Institute for Curriculum Development published a core curriculum, describing the minimum of knowledge and skills the pupils should master. Besides this core curriculum, about which there is a broad consensus, handbooks and teaching kits have appeared. All these publications were realized in close cooperation with teachers (some have been translated into English and French). At the moment, their usefulness is being tested at schools.

> The aim of Social Studies is to develop knowledge, insight and skills in pupils, making them increasingly capable of coping critically and creatively with current social and political phenomena and problems.

With this general goal, we wish to respond to society's demand for well-equipped people, who can function adequately in society and can help determine its form and structure. In addition, we respond to the demand of the individual to be equipped in such a way that he or she can play a worthy role in society, by being informed of phenomena and problems, forming an opinion on them, and participating if he or she sees fit to do so.

The terms critical and creative imply that pupils are prepared to question things that are taken for granted, and to search for various solutions to social problems.

The object of Social and Political Studies has been divided into six thematic fields, in which several types of social issues have been thematicized. Within the thematic field "International relations", there are oppertunities to discuss "East-West" relations within the framework of Social and Political Studies.

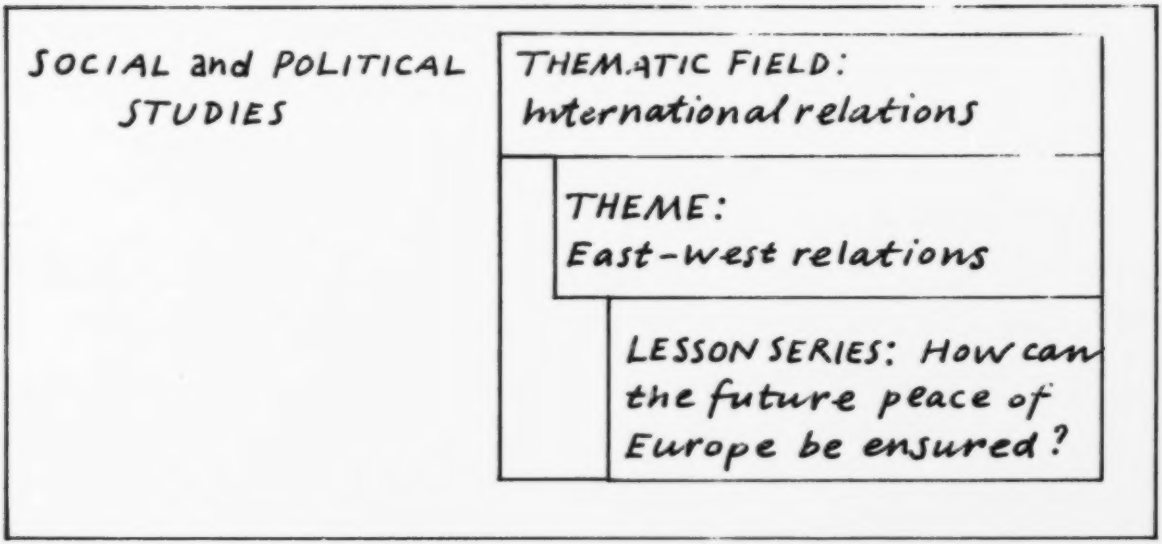
SOCIAL and POLITICAL STUDIES

THEMATIC FIELDS	EXAMPLES OF THEMES
1. Education	Relationships, Mass media
2. Home, house and environment	Environment, housing and politics
3. Work and leisure	Employment
4. Technology and society	The information society
5. State and society	Parliamentary democracy, crime and criminal law
6. International relations	The development issue, east-west relations European cooperation

In determining the learning matter to go with a certain theme the following approaches are used, where relevant:

- what is problematic and/or controversial about the theme?
- what is its relation to fundamental problems in society?
- what interests or balances of power are at stake?
- what is the historical background?
- what can be done about the problem? What solutions are available?
- what are the views of social/political groups?
- which points of view, which arguments are possible?

To visualize this in a diagram :


SOCIAL and POLITICAL STUDIES
THEMATIC FIELD: International relations
THEME: East-west relations
LESSON SERIES: How can the future peace of Europe be ensured?

WHAT ARE THE CENTRAL BASIC CONCEPTS, AND CONSEQUENTLY WHAT IS THE CENTRAL SUBJECT MATTER ?

For example :

- PEACE, SECURITY, ARMS RACE, CULTURE, POWER, INFLUENCE, POLICY, SOCIAL DETERMINDEDNESS, CONFLICT, TECHNOLOGY, NEGOTIATION, HISTORICAL and POLITICAL BACKGROUNDS

- WHICH CONCEPTS AND SUBCONCEPTS ARE DISCUSSED IN WHICH LESSONS ?

The National Network for Development Studies (LNO)

A second trend which offers perspective for a consolidation of the international dimension in education is the national integration project for development studies. This project, which was launched at the initiative of the Minister of Education, is intended to give the North-South issue a permanent place in regular education for 4 to 19-yaer-olds. In spite of the deluge of teaching material which has been produced over the past 15 years thanks to all sorts of subsidies, development studies still have no structural position in the curriculum. Moreover, an analysis has shown that quality and pedagogical concept of the teaching material vary widely. Often the material offers an excess of affective goals, bristles with value judgements, gives little sound information, and in many cases has been written by what I call "curriculum evangelists".

The availability of so much teaching material is by no means a guarantee for implementation, certainly not if environmental, disarmament and development issues are combined in lesson plans. This is the "everything has to do with everything" approach. A more likely result is that teachers cannot see the wood for the variety of trees. In any case, this has led us to the conclusion that "letting a thousand flowers bloom" leads to neither change nor improvement of education.

In the LNO project, continuing until 1991 on an annual budget of 1 million dollars, institutes engaged in curriculum development, research and in-service training work in close cooperation. Educational publishers also participate in the project because widely used school books are of essential importance to implementation. The basic programmes designed for development studies must fit into existing curricula for Geography, History, Economics and Political Studies.

Central concepts are: the poverty problem, the development issue and development aid. The subject matter treated in these international studies has been distributed over the school years as follows:

Curriculum for development education:

	Primary education	1st stage of secondary education 12 - 16 years	2nd stage of secondary education 16 - 19 years
Contents	- The ways of life of people in Third World countries, in relation to the situation in wealty countries.	- Background: the issues of poverty and development, development cooperation.	- Opinions on the development issue.

In 1988, the following products, among others, will be ready for use:

* development studies curricula
* handbooks and examples of lessons
* in-service training courses
* a model for cooperation between schools and museums
* recommendations for educational publishers

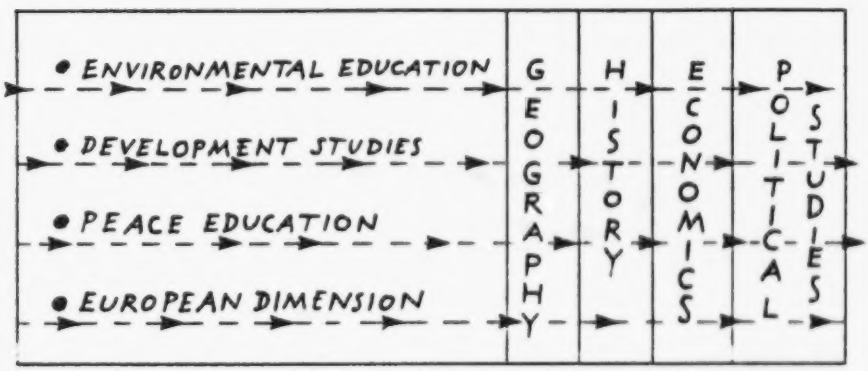
Basic education for 12 to 15-year-olds

A third development in the Netherlands which affords oppertunities for a more internationally oriented curriculum is the introduction of so-called basic education for 12 to 15-year-olds. We do have a tradition in this field, if we consider our compulsory foreign language teaching and the content of Geography and History. The sort of international orientation implied here is more attention to peace issues, environmental problems and the European dimension, to name a few themes. Late in 1987, the Dutch government put forward a bill which should lead to the introduction of compulsory basic education for 12 to 15-year-olds in 1994. This means that after three years, all pupils must have reached the same minimal level of knowledge, insight and skills in fourteen subjects, including Geography, History, Economics and Political Studies.

This basic facility must train pupils as well as possible for a society which is subject to continuous and rapid change. This bill brings us in line with tendencies abroad to prolong the duration of basic comprehensive education. This is not merely a question of investing in knowledge to ensure future socioeconomic and technological progress. Personal development and familiarization with society are also essential in preparing for the future. The National Institute for Curriculum Development (SLO) has been assigned the task of proposing what should and should not be included in the common body of knowledge and skills all pupils must master. The key question is now: what is and what is not part of the task of the school, considering the limitations of the timetable. One of the selection criteria in determining the content of basic education is:

> what knowledge and skills are essential for functioning as a member of society, the lack of which, if they were not learnt at school, would be a lasting handicap?

Before the end of this year, the first proposals will be presented, in the form of model core curricula for the social sciences. Subsequently, nationwide consultation will take place. In 1989, experiments will be held at 40 test schools. We expressly intend to give a selection of the themes I have discussed a place in these proposals. Not as separate subjects but as integrated elements. For the time being, we have environmental education, development studies, peace education and the European dimension in mind. The <u>essence</u> of these themes is now being laid down and as it were "parcelled out" over the social sciences.



Ladies and gentlemen,

I am aware that my account of the position of peace education in actual classroom practice in the Netherlands has been a rather gloomy one. This position is marginal. I also realize that curriculum trends with regard to political studies, development studies and basic education are only present in the Netherlands. And I am conscious of the fact that I have probably failed to answer the questions you are faced with. My excuse is that I do not know your problems.

As a possible contribution, I would like to say the following. In other countries, too, the problem of overburdened curricula exists. Choices must therefore be made, by the school, by the teachers. If peace education in the sense of East-West relations, also within Europe, is to receive more attention at school, the government and the inspectorate must take stimulating measures. Otherwise, things will remain noncommital. The enthusiasm of teachers, but also of pupils, must somehow be awakened. To achieve this, goals and content must be made clear and unambiguous. Furthermore, high-quality teaching material is needed that fits into existing classroom practice, and is innovatory and appealing, suitable for the present day and age, for what we call the "no-nonsense pupils".

In summary, consensus regarding the starting points and aims of peace education, or rather international studies, field-tested model material and tailored in-service training are essential to ensure the place and quality of peace education.

The well-known American Goodlad has pointed out that in the US debate about the content of secondary education the "we want it all syndrom" comes up. We want a good vocational preparation and training, a broad curriculum which also pays attention to e.g. traffic safety, knowledge about unions, the issue of Aids, drugs education, practical mathematics

for all, etc., etc., and we also want academic depth. I have already mentioned that this syndrom also exists in the Dutch debate, and in several projects and developments. The tasks of schools are limited and education has to focus on knowledge, concepts and skills for the more traditional school subject. It goes without saying that the debate about this dilemma has not yet come to an end.

I hope my contribution to this conference has not given rise to a syndrom.

Appendix: abstract from "the anatomy of conflict".

SUGGESTED SEQUENCE OF ACTIVITIES

DAY #1: In class

Conflict in pictures: Students observe slides or pictures of conflict situations. From their observations of the pictures and their own experience, groups of students formulate definitions of conflict.

DAY #1: Homework

Students finish their definitions of conflict and each gather three examples of conflict.

DAY #2: In class

Conflict analysis: Students share conflict examples from their homework and observe the characteristics of these conflicts. Students then discuss the elements of conflicts

DAY #2: Homework (optional)

Students can analyze their own examples of conflict (gathered from Day 1's homework).

DAY #3: In class

Conflict resolution, conflict management, and their results: Students discuss the final two elements of conflict: resolution/management and outcome. They then use a conflict chart to analyze a hypothetical conflict situation in terms of its seperate elements.

DAY #4: In class

Conflict resolution, conflict management, and their results (continued): Students discuss some of the related larger issues such as whether conflict has constructive as well as destructive results, the differences between conflict and violence, and wether analogies can be drawn between conflict categories.